

# Information technologies in the learning process

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## ABSTRACT

This article discusses the role of information technology in the learning process.

**Keywords:** Information, training, technology, method, student.

## 1. INTRODUCTION

At present, the process of informatization is manifested in all spheres of human activity. So the use of modern information technologies is a necessary condition for the development of more effective approaches to teaching and improving teaching methods. A special role in this process is played by IT. Since their use contributes to increasing the motivation of students' learning, saving learning time, and interactivity and visibility contributes to a better presentation, understanding and assimilation of educational historical material.

The integration of schoolchildren in IT is the most important direction in solving the problem of informatization in a modern school and raising the level of professional training. Along with this, the development and application of IT is becoming a modern school one of the most important ways to improve the effectiveness of education.

Moreover, the strategic role of IT, and therefore of the technical means that provide them, as a factor in the social and economic development of modern society at the moment, is generally recognized and does not cause doubts. Within the framework of the problem studied, three main approaches to understanding the basic concepts of the topic are singled out.

The first approach, technological, it is most often found in the literature. Its representatives: V.N. Arefiev, M.I. Makhmutov, G.I. Ibrahimov, etc. These researchers study IT in a technological way, and the main concepts of the topic (information, technology, new information technologies, information, computer, educational, and pedagogical technologies) are considered, relying on the technical component of IT, that is, IT, in their opinion, are software and hardware. The second approach, sociological approach in this approach is based on the denial of synonymy of the basic concepts of the topic and some of the machinery underlying them. It is about the relationship of people in society, and IT, according to the representatives of this approach (Abercrombie, Nicholas, Brian Stanley, MV Clarin, T. Sakamoto, etc.), are the result of the person making certain decisions in this society.

The most important interpretation of the basic concepts of the topic, from the point of view of their inclusion in the educational process is a humanitarian approach, whose representatives are: O.S. Grebenyuk, S.Yu. Zhidko, M.G. Nikolaeva, P.I. Pikasisty, G.K. Selevko, S.A. Smirnov, O.B. Tyshchenko. On their representation IT helps the teacher in practical realization of theoretical constructions in educational process. It should be noted that there are no fundamental works in this approach in relation to IT today. One of the most important problems in the study of this topic is the issue of classifications of IT, as here we can also highlight the diversity of approaches.

First, IT is classified according to the forms of use in the educational process. Classification I.I. Popova, P.B. Khramtsova, N.V. Maksimov is based on the most promising forms of using information technologies in the educational process. Authors present the following forms: interactive lesson, mixed mode - electronic information resource and direct communication teacher-student (s), addition to existing training courses and subjects. Secondly, the classification given by AKDI Economics and Life, which is based on the types of information processed, that is, data, text, graphics, real-world objects. Thirdly, they

distinguish the classification by the technology of information processing - they are subject, providing and functional IT. Fourthly, we will denote the classification of IT, developed in the framework of the technological approach, A.N. Avdulov and A.M. Kulkin, Doctors of Philosophical Sciences of the Institute of Scientific Information on Social Sciences of the Russian Academy of Sciences. This classification is based on the functional role of IT. IT itself is divided into three main, main categories - basic, primary and secondary. And fifth, the classification of the use of IT in distance education. Distance learning itself is a learning method in which the trainee does not need physical presence in a particular place in the learning process. This classification includes local and network IT. This diversity speaks of the ambiguity of the opinions of the authors in the vision of IT in the educational process. In this connection, it is necessary to adopt that classification (or some symbiosis of classifications) that most fully reflect the goals and objectives set by the teacher for implementation in the educational process. Consider examples of IT application in the learning process. IT is primarily used for: • The organization of the educational process, • the preparation of teaching aids, • the study of new material (two areas can be singled out - an independent presentation of the teacher and the use of ready-made programs). • Computer control of students' knowledge, • Receiving and working with information from the Internet, • Creating and working with a school site that allows students, parents and teachers to connect.

For example, when studying a new material, two areas can be distinguished: an independent presentation of the teacher and the use of ready-made programs. The most superficial use of computer is illustrative material. The computer monitor (or the projector screen) frees up not only the need to carry a bunch of books, make bookmarks, but also saves time, giving the teacher the opportunity to sort out the visual material in advance, and also to add audio materials to the volumes that are convenient for him. The computer helps to make the lesson more productive and to teach the students how to write notes. After all, usually all the records on the blackboard are forced on the teacher to perform quickly, without spending a lot of time on it (and, importantly, while he is writing on the blackboard he does not see the class), and, besides, not all have a calligraphic handwriting. Particular importance is acquired by the computer when drawing up diagrams and tables. Pre-prepared step-by-step material allows you to set the pace of the lesson and at the same time allows you to return to any intermediate construction. Ready-made computer programs can help here. But, alas, there are very few of them. The technique of conducting lessons with the help of ready-made computer programs: first, the perception of the finished course differs in the perception of schoolchildren from the teacher's presentation - they often perceive the plot on the screen as a movie. Therefore, the teacher's task is to encourage students to make notes, formulate problematic issues, so that they get acquainted with the material intensively. As it is sometimes not insulting, it is not advisable to build a new material only when viewing the program (even if the computer lesson is well developed), as a rule, it is impractical, because attention is dulled. Naturally, you can apply activation methods, which will allow this attention to be retained. That is, the use of ready-made computer programs requires the teacher a lot of time to develop lessons.

Widespread in the process of teaching history, controlling programs. Programs of this type consist of a set of tasks that gradually bring students to the solution of the lesson's learning task and help to repeat and generalize the material of the topic studied. The assessment of the work done by the student is done by the teacher, either by automatic verification of the results, or on the basis of the teacher's own ideas about the completeness, accuracy and literacy of the answers. Thus, IT in education is applied through the application of programs created or borrowed by the teacher. It should also be said that the listed examples of IT application in the learning process are only examples, and the variability of their use is more extensive in view of the rapid development of the technologies themselves.

## 2. CONCLUSION

Therefore, the distinctive feature of the current stage of the development of the educational system is the qualitative modernization of all its main components. An intensive innovation renewal of education is impossible without a wide application of the latest information technologies. Informatization of education is one of the priorities for the development of the social sphere and is organically linked with the process of modernization of education.

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